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AUTHOR Fried, Stephen B.; Mehrotra, Chandra M.
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ABSTRACT

Covering 10 topical areas, this annotated bibliography offers a guide to journal articles, book chapters, monographs, and books useful for teaching diversity and aging through active learning. Active learning experiences may help expand students' awareness of elements of their own diversity, broaden their world view, and enhance their culturally relevant skills. Annotated entries on the following topics are included: (1) general references on aging and diversity (15 references); (2) ageism (10 references); (3) research methods (4 references); (4) psychological aging (10 references); (5) health issues (7 references); (6) sexuality (3 references); (7) caregiving (12 references); (8) religion and spirituality (8 references); (9) work and retirement (11 references); and (10) death and grieving (5 references). (KC)

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Teaching Diversity and Aging Through Active Learning Strategies: An Annotated Bibliography

Stephen B. Fried
Park University

Chandra M. Mehrotra
The College of St. Scholastica

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Abstract

Given the increasing diversity of America's aging population, gerontological educators may find it useful to employ active learning strategies as they provide educational opportunities for their students. Active learning experiences may help expand students' awareness of elements of their own diversity, broaden their world view, and enhance their culturally relevant skills. Covering ten topical areas, this annotated bibliography offers a guide to journal articles, book chapters, monographs, and books useful for teaching diversity and aging through active learning.

Teaching Diversity and Aging Through Active Learning Strategies: An Annotated Bibliography

America's aging population is becoming more and more diverse in its racial and ethnic composition (AARP, 1998; Siegel, 1999). Demographers project that by 2030 racial minorities and Hispanics will constitute around 25% of persons 65 years of age and older (AARP, 1998). Such racial/ethnic diversity coupled with differences in language, religion, gender, sexual orientation, health, social class, and place of residence have a profound impact on elders, their families, and the institutions which serve them.

Gerontological educators, mindful of this increasing diversity, may find it advantageous to employ active learning strategies as a means of engaging their students. Active learning as utilized in gerontology courses can have numerous benefits, including: (a) it can increase learners' awareness of their own diversity; (b) it can expand learners' world view; and (c) students can develop culturally relevant skills for working with diverse older adults (Fried & Mehrotra, 1998).

In order to provide gerontological educators with a guide to useful journal articles, book chapters, and books, the authors prepared an annotated bibliography on teaching diversity and aging through active learning strategies. Bibliographic entries cover the following topical areas: (a) general references on aging and diversity; (b) ageism; (c) research methods; (d) psychological aging; (e) health issues; (f) sexuality; (g) caregiving; (h) religion and spirituality; (i) work and retirement; and (j) death and grieving. Entries reflect material which includes relevant learning activities or which contain background information on various aspects of diversity and aging. The authors hope that gerontology students and educators would benefit from this annotated bibliography.

Notes

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2. The authors wish to thank Connie Boswell, Andrew Johnson, and Camille Lloyd for their assistance.

3. Address correspondence to Dr. Stephen B. Fried, Department of Psychology, Park College, 8700 N.W. River Park Drive, Parkville, MO 64152.
E-mail: friedboswell@juno.com

References

American Association of Retired Persons (1998). A profile of older Americans. Washington, DC: Author.

Fried, S. B., & Mehrotra, C. M. (1998). Aging and diversity: An active learning experience. Bristol, PA: Taylor & Francis.

Siegel, J. S. (1999). Demographic introduction to racial/Hispanic elderly populations. In T. P. Miles (Ed.) Full-color aging: Facts, goals, and recommendations for America's diverse elders (pp. 1-19). Washington, DC: Gerontological Society of America.

General References on Aging and Diversity

Arber, S. & Ginn, J. (1991). Gender and later life: A sociological analysis of resources and constraints. Newbury Park, CA: Sage.

This is a good reference work on gender and aging in Britain and the United States. The information is especially relevant for social science faculty teaching upper-division and graduate gerontology courses.

Bond, L. A. (1988). Teaching developmental psychology. In P. Bronstein & K. Quina (Eds.), Teaching a psychology of people: Resources for gender and sociocultural awareness (pp. 45-52). Washington, D.C.: American Psychological Association.

This chapter deals with course content and active learning strategies for a variety of undergraduate courses, including life span development. There is discussion of the use of several teaching strategies (e.g. journals, interviews, pilot research, and "What if?") in developmental psychology classes.

Dillon, K. M., & Goodman, S. (1980). Think old: Twenty-five classroom exercises for courses in aging. Teaching of Psychology, 7, 96-99.

The authors assembled a resource guide to learning activities on biological and sociological aging. Activities cover various topics, including physical disabilities and elder sexuality.

Evans, J. D. (1981). Personal involvement projects in the psychology of aging: Some examples and an empirical assessment. Teaching of Psychology, 8, 230-233.

This article focuses on psychology of aging courses, involving a series of "personal involvement" projects. The author describes four activities on issues in aging, psychomotor changes, intellect and learning ability, and life review and retirement.

Fried, S. B., & Mehrotra, C. M. (1998). Aging and diversity: An active learning experience. Bristol, PA: Taylor & Francis.

This textbook, written for use in college and in-service classrooms, combines narrative with numerous structured active learning experiences. A preface for instructors is followed by chapters covering an introduction to aging and diversity, psychological aging, health and sexuality, caregiving, work and retirement, religion and spirituality, and death, dying, and grieving. Experiential learning vehicles include interviews, role-plays, case studies, questionnaires, quizzes and other assorted activities.

Fried, S. B., & Mehrotra, C. M. (1998). An undergraduate course on adult development, aging, and diversity. Psychological Reports, 82, 626.

This note describes an evaluation of an activity-based general education course. The course addresses various elements of diversity, including ethnicity, race, religion, gender, class, cohort, and place of residence. The note includes course evaluation data.

Gelfand, D. E. (1994). Aging and ethnicity: Knowledge and services. New York: Springer.

This book is an essential reading for faculty desiring to develop a knowledge base on ethnicity and aging. It contains chapters on: (a) ethnicity, gerontological theory, and research, (b) ethnicity, immigration, and the ethnic aged; (c) ethnic aged in the United States; (d) security; (e) family and church; (f) reaching and meeting ethnic aged needs; (g) programs, services, and the ethnic aged, and (h) paradigms, assumptions and assessments. An accessible writing style and reference lists delineated by chapters add to the utility of this book.

Gerontological Society of America (1994). Minority elders: Five goals toward building a public policy base. (2nd ed.). Washington, DC: Author.

This publication, sponsored by the Task Force on Minority Issues in Gerontology, involves a detailed section on policy goals, five substantive chapters covering relevant topics, and a section covering "Trends in Minority Aging Research." The topical chapters concern demography, economic security, improving the health of minority elders, family support systems, and a synthesis of research on American Indian elders. The "Trends" section includes an annotated bibliography of articles on minorities appearing in The Gerontologist and the Journals of Gerontology from 1989 through September of 1994.

Locke, D. C. (1992). Increasing multicultural understanding: A comprehensive model. (2nd ed.) Newbury Park, CA: Sage.

Locke presents a model of multicultural awareness, prompting the reader to examine issues of personal cultural identity. Separate chapters focus on African Americans, Amish, Native Americans, Japanese Americans, Chinese Americans, Vietnamese Americans, Korean Americans, Mexican Americans, and Puerto Ricans, Jews, and Muslims. Each chapter concludes

with a series of reflection questions. In a concluding section, the author tries to make sense of the complex and often confusing relationships among race, ethnicity, and aging.

Miles, T. P. (Ed.). (1999). Full-color aging: Facts, goals, and recommendations for America's diverse elders. Washington, DC: Gerontological Society of American.

This publication, serving as an update to Minority Elders (1994), includes a discussion of five policy goals, six chapters written by authorities in their respective fields, and an extensive annotative bibliography covering articles from journals published by the Gerontological Society of America. The six chapters involve: (a) current demographics of racial/Hispanic elders; (b) racial differences in retirement income; (c) Alzheimer's disease among ethnic minorities; (d) policy issues affecting minority elders with chronic illness; (e) income, health, and social support of American Indian elders; and (f) family support issues regarding older minorities. The annotated bibliography features articles from 1989-1998 on minority elder research published in The Gerontologist and the Journals of Gerontology.

Remnet, V. L. (1989). Understanding older adults: An experiential approach to learning. Lexington, MA: Lexington Books.

Following an introductory chapter on experiential learning, the book provides four types of activities: mental imagery, case study, simulation, and analogy. Detailed instructions and supportive materials are included for 15 learning activities covering perceptions, physical issues, environment, and psychosocial matters.

Sokolovsky, J. (Ed.). (1997). The cultural context of aging: Worldwide perspectives (2nd ed.). Westport, CT: Bergin & Garvey.

This edited volume contains 26 readings covering cultural/ethnic aspects of aging. A number of chapters relate to various American ethnic groups. Sokolovsky divides the book into six sections: (a) "Culture, Aging and Context"; (b) "The Cultural Construction of Intergenerational Ties"; (c) "Aging, Modernization and Social Transformation"; (d) "The Ethnic Dimension in Aging; Culture, Context and Creativity"; (e) "Networks and Community: Environments for Aging"; and (f) "Health, Aging and Culture." Several readings contain brief cases, which are highly suitable for use in the classroom.

Stoller, E. P., & Gibson, R. C. (Eds.). (2000). Worlds of difference: Inequality in the aging experience (3rd ed.). Thousand Oaks, CA: Pine Forge Press.

This book includes an introductory essay on aging, gender, race, and class followed by 38 readings covering the life course perspective, social and psychological issues, productive activity, family, and health and mortality. Among the readings are journal articles, short stories, and poems. The editors provide an overview essay and a series of thoughtful discussion questions for each section of the readings.

Yeo, G. (1992). Ethnogeriatric curriculum and training in Geriatric Education Centers. Gerontology & Geriatric Education, 12, 41-48.

Yeo discusses curricular resources on ethnogeriatrics developed by Geriatric Education Centers. Some of the learning modules and other learning materials may still be available.

Yeo, G., David, D., & Llorens, L. (1996). Faculty development in ethnogeriatrics. Educational Gerontology, 22, 79-91.

The authors describe models of faculty development sponsored by the Stanford Geriatric Education Center and San Jose State University. A listing of seven competencies for ethnogeriatric practice are included in an appendix. This listing could be used as the basis for an active learning experience.

Ageism

Fingerman, K. L., & Bertrand, R. (1999). Approaches to teaching adult development within a life span development course. Teaching of Psychology, 26, 55-57.

In this brief article, the authors describe two activities for use in human development courses. In one of the learning experiences, students were divided in small groups and then they participated in a simulation to observe and experience poor treatment of an "elder."

Fried, S. B. (1988). Learning activities for understanding aging. Teaching of Psychology, 15, 160-162.

This article describes five learning activities, including three germane to ageism and stereotyping. In "The Aging Stereotype Game," students explore common stereotypes about older adults by generating positive and negative views of elders in classroom groups. Another active learning experience, "Happy Birthday Old One," examines attitudes about age and aging as reflected in birthday cards. Students explore television messages about elders in another learning vehicle, "The Elderly and the Tube."

Fried, S. B., Van Booven, D. M., & MacQuarrie, C. (1993). Older adulthood: Learning activities for understanding aging. Baltimore: Health Professions Press.

This text contains 42 experiential learning activities on a variety of gerontological topics. There are six activities covering perceptions of aging and five on stereotyping and ageism. Each activity includes the following components: (a) objectives; (b) approximate time required; (c) procedure; (d) discussion questions; and (e) activity sheet.

Palmore, E. B. (1990). Ageism: Negative and positive. New York: Springer.

The author provides a definitive source on the topic. The four parts of the text are termed: "Concepts"; "Causes and Consequences"; "Institutional Patterns"; and "Reducing Ageism." Much of the material lends itself to active learning strategies (e.g. the five criteria listed on pages eight and nine for considering the aged as a minority group). Palmore includes three different Facts on Aging Quizzes in an appendix and ten pages of ageistic humor, categorized by topic, in another appendix.

Panek, P. E. (1984). A classroom technique for demonstrating negative attitudes toward aging, Teaching of Psychology, 11, 173-174.

This brief article describes a technique for discussing widespread negative stereotypes of elders. The activity encompasses four phases: selection of student researchers, data collection, data presentation, and data summarization and discussion.

Pulos, S. (1993). Illustrating life-span development in physical competence. Teaching of Psychology, 20, 244-245.

In this classroom activity, students predict speeds of national 1-km bicycle time trials for various age intervals from adolescence through the late 60s. Interestingly, students tended to greatly overestimate the speeds of younger cyclists and greatly underestimate the speed of older ones. The instructor showed the actual results of the races, and students rated their surprise at seeing the discrepancy.

Sheldon, J. P. (1998). Addressing stereotypes and ageism in a life span development course. Teaching of Psychology, 25, 291-293.

The author developed an expansion of Fried's (1988) learning exercise in which small groups of students develop lists of positive and negative stereotypes of older adults. Following the generation of the lists, the instructor writes their responses on the board, addresses stereotypes, discussing whether current research findings support or refute them. Next, the instructor lectures on stereotyping and ageism. Following the lecture, the instructor addresses the issue of laughter occurring during the activity. The author cautions readers not to use this active learning if any class members are older adults.

Whitbourne, S. K., & Cassidy, E. L. (1994). Psychological implications of infantilization: A class exercise. Teaching of Psychology, 21, 167-168.

This article describes an exercise which takes approximately 50 minutes to complete. Simulating an activity in a nursing home, students are directed to draw pictures, coloring within the lines using a crayon. The instructor behaves in a patronizing manner, commenting on the participants' clothing and the quality of their drawings. Instructor acts in a manner that is both condescending and intrusive. After a period of time, students are told that they have experienced a simulation of infantilization. During the learning activity, some students expressed anger, regressed, and behaved territorially.

Whitbourne, S. K., & Collins, K. (1999). Employing interactive learning methods in a course on the psychology of aging. Teaching of Psychology, 26, 48-49.

The article discusses several active learning strategies used in a large "lecture" course. The authors employed videotapes from prime-time television and popular movies in order to illustrate prevalent stereotypes of older adults and made use of structured discussion groups in the analysis of contemporary and cross-cultural images of aging.

Wight, R. D. (1989). Fostering insight into personal conceptions of the elderly: A simulation exercise. Teaching of Psychology, 16, 216-218.

Students in human development courses prepared costumes to simulate both the appearance and experience of being an older adult. Assisted by the drama department and the author, students created strategies to reduce their hearing (e.g. wearing earplugs), to impair their vision, to create wrinkles, and to produce stiffness. Each student was to role-play as older adults for five hours. They shopped in malls, ordered meals at restaurants, and so forth. A significant proportion of the students reported increased empathy with older adults.

Research Methods

Facio, E. (1996). Understanding older Chicanos: Sociological and policy perspectives. Thousand Oaks, CA: Sage.

The author presents a fascinating qualitative study utilizing participant-observation and oral history strategies. This brief book (just over 100 pages) centers on the psychological and social meaning of Chicana old age. Faculty can use the five profiles of Chicana elders (pp. 55-66) for teaching a unit on developing oral histories of ethnic elders.

Henderson, J. N. (1994). Ethnic and racial issues. In J. F. Gubrium & A. Sankar (Eds.), Qualitative methods in aging research (pp. 33-50). Thousand Oaks, CA: Sage.

This chapter provides excellent information on the targeted ethnographic survey for faculty who are teaching a unit on ethnogerontological research. As an integral part of the chapter, the author includes a case on research on ethnic minority Alzheimer's disease support groups. Presented in segments throughout the chapter, the case lends itself for use in a graduate course.

Jackson, J. S. (1989). Methodological issues in survey research on older minority adults. In M. P. Lawton & A. R. Herzog (Eds.), Special research methods for gerontology (pp. 137-161). Amityville, NY: Baywood.

This complex chapter offers solid background for faculty teaching graduate courses covering survey research strategies with minority elders. An extensive reference list supplements the chapter.

McCoy, A., & Fried, S. B. (1997). Contributions to the history of psychology: CIX: Note on an oral history of C. Kermit Phelps: An 89-year-old African American clinical psychologist. Psychological Reports, 81, 1325-1326.

This brief note provides an overview of a recent oral history of an early midwestern Black psychologist. The complete study was published the following year (Fried, S. B., McCoy, A., Hunt, M. D. (1998). Contributions to the history of psychology: CXVI: An oral history of C. Kermit Phelps: An 89-year-old African American clinical psychologist, Psychological Reports, 83, 643-657). The two-page overview could form the basis of an active learning experience on oral history methodology.

Psychological Aging

Burlingame, V.S. (1999). Ethnogerocounseling: Counseling ethnic elders and their families. New York: Springer

The author presents a model for counseling ethnic elders. Sections of the book introduce the model and apply it to the treatment of American Indians/Alaska Natives, Hispanic/Latino Americans, African Americans, and Asian/Pacific Islanders. Each chapter contains a variety of exercises suitable for the classroom. In addition, the text includes brief cases, which could prove highly useful for an advanced undergraduate or a graduate course.

Harris, H. L. (1998). Ethnic minority elders: Issues and interventions. Educational Gerontology, 24, 309-323.

Addressed to mental health counselors, the article discusses ethnic identity and acculturation, broad categories of ethnic groups, and practical implications for counseling. Includes a bibliography of useful professional source material.

Ivey, A. E., Ivey, M. B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multicultural perspective (4th ed.). Boston: Allyn and Bacon.

This text contains numerous experiential learning vehicles, most of which are suitable for inclusion in advanced undergraduate and graduate counseling, human service, and psychology courses. While the authors do not specifically address aging issues, many of the book's activities center on increasing the student's cultural competence.

Johnson, T. W. (1995). Utilizing culture in work with aging families. In G. C. Smith, S. S. Tobin, E. A. Robertson-Tchabo, & P. W. Power (Eds.), Strengthening aging families: Diversity in practice and policy (pp. 175-201). Thousand Oaks, CA: Sage.

Through the use of narrative and brief case descriptions, the author discusses topics such as "ethnicity and intergenerational strain," "ethnicity and attitudes about help seeking," and "clinical treatment." Case material demonstrates how therapists from mainstream cultures may make incorrect assumptions concerning ethnic elders and their families. One highly useful feature of the chapter is the inclusion of a more detailed case focusing on a 50-year-old African American female and her 78-year-old mother, which could be used in in-service or college classroom settings.

Knight, B. G. (1992). Older adults in psychotherapy: Case histories. Newbury Park, CA: Sage.

This text contains 15 well-developed cases of older females, males, and couples. While no ethnic minorities are included, the cases cover a wide range of psychological problems. This material is most appropriate for a graduate-level course.

Knight, B. (1996). Psychotherapy with older adults (2nd ed.) Thousand Oaks, CA: Sage.

This is a good resource book for faculty teaching graduate courses in mental health and aging. A chapter on assessment includes three brief cases, two of which describe older women.

Luborsky, M., & Rubinstein, R. (1987). Ethnicity and lifetimes: Self-concepts and situational contexts of ethnic identity in late life. In D. E. Gelfand & C. M. Barresi (Eds.), Ethnic dimensions of aging (pp. 35-50). New York: Springer.

Brief cases of older Irish American, Italian American, and Jewish American males are interwoven in this chapter. This study describes research on ethnic identity issues of elderly widowers, two to eight years after the death of a long-term spouse. The authors demonstrate ways in which self-concept, values, and communication styles relate to ethnicity. Psychological development, family history, and historical context are significant determinants of the meaning these elders put on their own ethnicity. College faculty can use the case material in advanced undergraduate and graduate courses.

Padgett, D. K. (Ed.). (1995). Handbook on ethnicity, aging, and mental health. Westport, CT: Greenwood.

This handbook is replete with information on America's ethnic elders. Sixteen scholarly chapters cover four general topics: (a) "approaches to understanding aging, ethnicity, and mental

health"; (b) "mental health status and needs of the ethnic elderly"; (c) "Help-seeking and use of mental health services by the ethnic elderly; and (d) caregiveing and mental health service delivery issues." Angel and Angel present a conceptual model on the central role of culture to defining health and illness (p. 54), which could form the basis of a learning activity.

Parker, M. (1999). Loss in the lives of Southeast Asian elders. Hallym International Journal of Aging, 1, 87-92.

This article provides a synopsis of the author's dissertation research on Southeast Asian elders who resettled in Minneapolis/St. Paul. The study includes 40 life history narratives from four cultural groups (Cambodian, Hmong, Laotian, and Vietnamese). Narratives reflect four types of loss: of a way of life, of key relationships, of role, and fears related to loss of cultural heritage and cultural transmission. Particularly relevant to gerontological educators is the inclusion of the case of a 66-year-old Cambodian female, which could be the nucleus of a class activity.

Rybarczyk, B. (1994). Diversity among American men: The impact on aging, ethnicity, and race. In C. T. Kilmartin, The masculine self (pp. 113-131). New York: Macmillan.

This chapter in Kilmartin's textbook is a highly readable resource on diverse aging males. The sections on mental health and on ethnic identity and masculinity are very strong.

Yeo, G., & Gallagher-Thompson, D. (Eds.). (1996). Ethnicity & the dementias. Bristol, PA: Taylor & Francis.

The book's 20 chapters contain timely information on epidemiology, assessment, working with ethnic families, and special issues. Some chapters, which are written by researchers, are quite technical, while others, authored by practitioners, offer more applied information. This book provides a solid background for faculty teaching advanced health care and social work courses.

Health Issues

Asch, A. (1988). Disability: Its place in the psychology curriculum. In P. Bronstein & K. Quina (Eds.), Teaching a psychology of people: Resources for gender and sociocultural awareness (pp. 156-167). Washington, D.C.: American Psychological Association.

Asch examines the integration of disability issues into mainstream courses and describes briefly an undergraduate course on the disabled person. Includes a description of three classroom exercises.

Galanti, G. A. (1991). Caring for different cultures: Case studies from American Hospitals. Philadelphia: University of Pennsylvania Press.

In this very readable book, 172 brief cases are woven into the narrative. Each case is written in a fashion appropriate for use in either an in-service or college setting. The author, a cultural anthropologist, divides the book into 13 chapters, including "Communication and Time Orientation," "Pain," "Dietary Practices," "Staff Relations," and "Folk Medicine-Practices and Perspectives." Each case is numbered, and there is a detailed subject index by case study number. The author also includes a comprehensive bibliography, categorized by cultural group and by special topic.

Kavanaugh, K. H. & Kennedy, P. H. (1992). Promoting cultural diversity: Strategies of Health care professionals. Newbury Park, PA: Sage.

This highly functional text is replete with detailed learning activities. The authors, both nursing professors, divide the book into three sections entitled "Conceptual Background," "Communication, Intervention, and Diversity," and "Application: Case Studies and Collages." The first section concludes with a series of discussion questions and a list of myths. Sections two and three include numerous role-plays, case studies, and collages. Many of the activities are fairly brief and could be incorporated effectively in a college or in-service setting.

Moody, H. R. (1998). Cross-cultural geriatric ethics: Negotiating our differences. Generations, 22, 32-39.

Centering on the hypothetical case of Mrs. Chu, an 85-year-old recent immigrant from mainland China, this article discusses various ethical issues confronting health care personnel in their interactions with culturally diverse elders and their families. The case, described on the first page of the article, could serve as the basis for a class or small group discussion. Moody's analysis is quite enlightening.

Nelson, S. B. (1993). When Mary stopped talking. In N. D. Davis, E. Cole, & E. D. Rothblum (Eds.), Faces of women and aging (pp. 13-20). New York: Haworth Press.

Nelson, a female psychiatrist, discusses her relationship with her sister, following the sister's stroke. This reading could form the basis of stimulating class discussion.

Seymour, R. (1998). Perspective shifting on wheels. In T. M. Singelis (Ed.). Teaching about culture, ethnicity, and diversity; Exercises and planned activities (pp. 39-45). Thousand Oaks, CA: Sage Publications.

The author describes a learning activity designed for advanced journalism undergraduates through which students use wheelchairs in a grocery or department store. Participants work in pairs when experiencing the shopping venture from a "wheelchair perspective." As part of this activity, each student attempts to use a handicapped accessible public restroom. Learners prepare a written reaction paper of about 500 words and discuss the assignment in class.

Spector, R. E. (1996). Cultural diversity in health & illness (4th ed.). Stamford, CT: Appleton & Lange.

This exceptional textbook contains three units: "Provider Self-awareness," "Issues of Delivery and Acceptance of Health Care," and "Selected Traditional Views of Health and Illness." The third unit includes specific chapters on health and illness in a variety of cultural communities. An annotated bibliography is provided at the end of each chapter. A series of very useful appendices include a detailed course outline and active learning experiences (e.g. "Heritage Assessment Tool").

Sexuality

Fullmer, E. M. (1995). Challenging biases against families of older gays and lesbians. In G. C. Smith, S. S. Tobin, E. A. Robertson-Tchabo, & P. W. Power (Eds.), Strengthening aging families: Diversity in practice and policy (pp. 99-119). Thousand Oaks, CA: Sage.

This chapter provides information on gay and lesbian families, including sections on "defining family within the lesbian and gay community," "long-term committed relationships," "relationships with children," and "family counseling and therapy interventions." The chapter concludes with two well written cases, both of which are highly suitable for advanced undergraduate and graduate classrooms.

Mansfield, P. K., & Voda, A. M. (1993). From Edith Bunker to the 6:00 news: How and what midlife women learn about menopause. In N. D. Davis, E. Cole, & E. D. Rothblum (Eds.), Faces of women and aging (pp. 89-104). New York: Haworth Press.

The authors discuss a survey study of over 500 women between the ages of 35 and 55. Included are numerous comments from respondents, which could form the basis of a small-group or class discussion on menopause. Subject comments cover such open-ended questions as "Where do/did most of your ideas about menopause come from?" and "Describe what you know about your own mother's menopause experience."

Marisiglio, W., & Greer, R. A. (1994). A gender analysis of older men's sexuality: Social, psychological, and biological dimensions. In E. H. Thompson, Jr. (Ed.), Older men's lives (pp. 122-140). Thousand Oaks, CA: Sage.

In this book chapter, the authors offer a "conceptual model of older men's sexuality," which could be the basis of a class discussion and/or lecture. The comprehensive bibliography includes resource material for health care and social science educators.

Caregiving

Allen, J., & Pifer, A. (Eds.). (1993). Women on the front lines: Meeting the challenge of an aging America. Washington, DC: Urban Institute Press.

This book covers a wide range of issues, including high rates of poverty among older persons who live alone, middle-aged women's struggles to combine family care with paid work outside the home, women's prospects in the growing health care occupations, and older women's status in the labor force. The theme of caregiving and social values permeates the book and is the major focus of Chapter 3, "Caring Too Much? American Women and the Nation's Caregiving Crisis."

Barresi, C., & Stull, D. (Eds.). (1993). Ethnic elderly and long-term care. New York: Springer.

Barresi and Stull survey health care issues in a variety of ethnic communities. Chapters focus on factors related to caregiver burden, documentation of long-term care practices in different ethnic communities, and discussion of how ethnicity may influence the delivery of care and individual adaptation. Part 2 of the volume deals with caregiver issues in home-based long-term care, particularly informal care provided to rural elders and those suffering from dementia.

Henderson, J. N., & Gutierrez-Mayka, M. (1992). Ethnocultural themes in caregiving to Alzheimer's disease patients in Hispanic families. In T. L. Brink (Ed.). Hispanic aged mental health (pp. 59-74). New York: Haworth Press.

The authors include three cases suitable for college and in-service settings. Case titles are "Sex-Role Division of Caregiving Labor and Cohort Effects," "Stigma," and "Cohort/Generational Effects." The authors offer comments following each case.

Johnson, C. L. (1995). Cultural diversity in the late-life family. In R. Blieszner & V. H. Bedford (Eds.), Handbook of aging and the family (pp. 307-331). Westport, CT: Greenwood Press.

Johnson's review chapter covers "a theoretical perspective on late-life ethnic families" and "forces of stability and change." This material is useful for college faculty teaching units on family caregiving.

Kaye, L.W., & Applegate, J.S. (1990). Men as caregivers to the elderly: Understanding and aiding unrecognized family support. Lexington, MA: Lexington Books.

This book reports recent findings of much-needed study on men as caregivers. It addresses questions such as: (a) What do male caregivers do? (b) What are the attitudes, expectations, and needs of men acting as caregivers? (c) What are the distinctive characteristics and coping strategies of men performing this role? (d) What are the factors that instigate the allocation of caregiving to men in families? (e) What are the incentives and disincentives for successful male caregiving performance? and (f) To what extent have support groups responded to the unique needs of male caregivers?

McBride, M. R. & Parreno, H. (1996). Filipino American families and caregiving. In G. Yeo & D. Gallagher-Thompson, (Eds.), Ethnicity & the dementias (pp. 123-135). Bristol, PA: Taylor & Francis.

This chapter contains narrative on demography, immigration history, family systems, caregiving, and suggestions for working with the families. Included in a final section are two vignettes, which could be very useful as part of an in-service experience.

Takamura, J. C. (1991). Dana is joy: Volunteer caregivers' program in the Buddhist tradition. Generations, 15, 79.

In this brief paper the author first explains the Buddhist concept of dana or "selfless giving" and then describes Project Dana, a nonsectarian caregivers' program that has been designed to offer spiritual, emotional, and physical care to frail and homebound adults. Caregivers in the program are volunteers of all ages and all walks of life. They are drawn from the Buddhist community, primarily from Moiliili Hongwanji Mission in Honolulu, Hawaii. The article outlines characteristics of the volunteers, the training they receive, and how they are assigned to serve older adults.

Tatara, T. (Ed.). (1999). Understanding elder abuse in minority populations. Philadelphia: Brunner/Mazel.

The editor of this volume asserts that it is the first book to address elder abuse among American ethnic minorities. The text's fourteen chapters provide information reflecting research and practice with African Americans, Hispanics, American Indians, and Asian Americans. Several chapters (e.g. those by Hall, Griffin, Moon, and Tomita) include vignettes of cases. Interested instructors could utilize the brief cases in active learning experiences.

Tempo, P. M., & Saito, A. (1996). Techniques of working with Japanese American families. In G. Yeo & D. Gallagher-Thompson (Eds.), Ethnicity & the dementias (pp. 109-122). Bristol, PA: Taylor & Francis.

In this useful chapter, the authors discuss historical and cultural issues impacting families of Japanese American elders with dementia. As a means of illustrating key points, the authors provide four cases which could be highly useful in a college or in-service setting.

Valle, R. (1997). Caregiving across cultures: Working with dementing illness and ethnically diverse populations. Bristol, PA: Taylor & Francis.

Through this practice-oriented book, Valle guides readers through the development of what he terms cultural mapping techniques. Valle defines cultural mapping "as a multifaceted assessment strategy that centers on identifying the core linguistic-communicational patterns, customs, and coping strategies, as well as the value frameworks of the ethnically diverse groups and their affiliated members" (p. xvii). Among the book's 14 chapters are "Culture and the Acculturation Continuum," "Acquiring an Intercultural Knowledge Base," "Values, Beliefs, and Cultural Norms," "Special Professional and Provider Preparation," and "Culturally Attuning the Dementia-Care Message." The book reflects an active learning orientation with each chapter utilizing numerous short cases to illustrate and apply significant points. Selected cases could be used in in-service or college contexts.

Yee, B. (1992). Elders in Southeast Asian refugee families. Generations, 17(3). 24-27.

This highly readable article illustrates the intercultural and intergenerational conflicts that arise when younger family members adopt patterns of the dominant culture and discusses how elderly relatives' traditional roles as family advisers and decisions makers are undermined by their lack of familiarity with the culture and language of their new country.

Zarit, S., Pearlin, L., & Schaie, K. (Eds.). (1993) Caregiving systems: Informal and formal helpers. Hillsdale, NJ: Erlbaum.

Based upon a conference held at Pennsylvania State University, this edited volume provides a solid background for faculty teaching advanced courses. The authors present a number of research reports and discussion chapters on caregiving families and cross-cultural perspectives. Topics include (a) intergenerational transfer of resources, (b) ethnographic studies of multigeneration African American families, (c) the impact of caregiving in different family contexts, (d) barriers to the use of formal services among Alzheimer's caregivers, and (e) integrating informal and formal systems.

Religion and Spirituality

Arden, H., & Wall, S. (1990). Wisdomkeepers: Meetings with Native American spiritual elders. Hillsboro, OR: Beyond Words.

This book describes interviews with 17 spiritual or political leaders representing a full range of American Indian communities. The authors learned a different way of thinking that affected their views about the earth, sovereignty, family, community, and the future. Included are a large number of excellent photographs.

Cole, T.R., Van Tassel, D.D., & Kastenbaum, R. (Eds.). (1992). Handbook of the humanities and aging. New York: Springer.

The authors cover aging through history, world religions, arts and literature, and contemporary topics in humanistic gerontology. The volume is composed of four sections: (a)

aging, old age, and elders in history; (b) aging, spirituality, and world religions; (c) artistic expression, creativity, and representations of aging; and (d) humanistic gerontology: the state of the art. It includes Far Eastern cultures in the historical section; Jewish, Islamic, Hindu, and Buddhist perspectives in the section on religion and spirituality; and world history in the state-of-the-art section.

Koenig, H.G. (1995). Research on religion and aging: An annotated bibliography. Westport, CT: Greenwood Press.

The author provides a ready resource for identifying sound research in the field of religion and aging. Annotations are grouped primarily by subject content and secondarily by date of publication and specific author. The first section focuses on studies that explore patterns of religious beliefs, attitudes, experience, and private and public practice among older adults and examines how these factors change with aging. The second section includes studies that address the relationship between religion and health. The third section reviews studies that bring together and interpret research findings to make recommendations for those who work with older adults. The fourth section presents papers on the measurement of religiostiy and spirituality. The conclusion provides a brief synthesis of the research on religion and aging.

Payne, B. P. (1994). Faith development in older men. In E. H. Thompson, Jr. (Ed.), Older men's lives (pp. 85-103). Thousand Oaks, CA: Sage.

In reviewing relevant research, the author asserts that there is an increase in the depth of men's faith as they age. Moreover, the largest degree of men's faith maturity appears in the late 70s. Included in this chapter are several brief case descriptions, which could form the basis of class discussions or other activities.

Schachter-Shalomi, Z., & Miller, R.S. (1995). From age-ing to sage-ing: A profound new vision of growing older. New York: Warner Books.

This book proposes a new model of late-life development called sage-ing, a process that enables older people to become spiritually radiant, physically vital, and socially responsible "elders of the tribe." The three sections of the book focus on (a) the theory of spiritual "eldering," (b) spiritual eldering and personal transformation, and (c) spiritual eldering and social transformation. The appendix includes 11 exercises for sages in training.

Smith, H. (1991). The world's religions (2nd ed.). New York: Harper Collins.

This book provides an accessible introduction to the world's major religions. In addition to detailed chapters on Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity, this highly readable book also features valuable sections on the inner dimensions of these great religions.

Thomas, L.E. (1994). The way of the religious renouncer: Power through nothingness. In L.E. Thomas & S. Eisenhandler (Eds.). Aging and the religious dimensions (pp.51-64). Westport, CT: Auburn House.

Thomas explores the issues of aging and religion by means of a case study of an elderly religious renunciate from India, along with a comparison of Gandhi's life in his later years. Using a cross-cultural perspective, the author examines these two instances in which aging has not led to a loss of prestige and personal authority. This analysis provides an in-depth look at the

factors contributing to this phenomenon and explores their implications for aging in Western society.

Thomas, L.E., & Eisenhandler, S.A., (Eds.). (1999). Religion, belief, and spirituality in later life. New York: Springer.

This edited volume contains ten chapters on various aspects of spirituality. Two of these chapters focus on cross-cultural perspectives and two on gendered spirituality. While all chapters emphasize qualitative research, they provide considerable variety within this methodology. These methods include literary analysis, intellectual biography, biographical case studies, analysis of group interactions, life narrative, analysis of letters, and interviews. Thus, this is a rich resource for designing active learning experiences with qualitative research aimed at comprehending and expressing spirituality in late life.

Work and Retirement

Doeringer, P.B. (Ed.). (1990). Bridges to retirement: Older workers in a changing labor market. Ithaca, NY: Cornell University, ILR Press.

The book examines the labor market experience of older adults in the United States. It is particularly important for its focus on bridge employment, that is, jobs that older workers take after they have left long-term employers and before they fully leave the work force. A variety of strategies are presented to increase employment opportunities for older workers. The volume is a valuable resource for both graduate and upper division undergraduate courses.

Hayes, C.L., & Deren, J.M. (1990). Pre-retirement planning for women: Program design and research. New York: Springer.

Aimed mainly at academics, practitioners, and others interested in aging issues for women, this book provides a well-documented look at a broad array of issues related to retirement planning for woman. Its major sections include: central issues, program development, and research. Of special interest to undergraduate students is the discussion of the need for information and materials on the social and psychological needs of midlife women in retirement planning programs.

Jackson, J.S., Chatters, L.M., & Taylor, R.M. (Eds.). (1993). Aging in Black America. Newbury Park, CA: Sage.

This volume presents theories and empirical findings about the aging and aged conditions of older blacks in America. The seventeen chapters focus on four key areas: (a) community, friend, and family resources; (b) church and religion; (c) impacts of physical and emotional resources on psychological and social functioning; and (d) work and retirement. This book provides a useful resource for students in advanced undergraduate and graduate courses in social aging.

Kitano, H.M.L., & Daniels, R. (1995). Asian Americans: Emerging Minorities (2nd ed.). Englewood Cliffs, N.J.: Prentice Hall.

This easy-to-read book provides an interdisciplinary account of Asian American experiences including 1990 Census material, historical data, and social psychological perspectives. Separate chapters on various Asian-American groups examine their patterns of

adaptation, based on the interaction of what they brought with them with the reactions of the host society. The authors also provide data on the current status of socioeconomic accomplishments of Asian Americans and present a model for analyzing their adaptation to America.

Martindale, J.A., & Moses, M.J. (1991). Creating your own future: A woman's guide to retirement planning. Naparville, IL: Sourcebooks Trade.

Authors of this easy-to-read book provide women of all ages and of all income levels with step-by-step procedures on how to evaluate and improve their current financial position through insurance options, pension plans, and investment opportunities. They use a format throughout the book that they label "Rules and Easy Action Steps". They engage the reader in active learning by including in many chapters an exercise called "Sentence Stem Techniques". In addition to financial planning, the book also includes an excellent discussion of healthcare needs and alternative opportunities. The authors provide easy-to-follow instructions, tables and worksheets in each chapter and include a very helpful resource section.

Noor Al-Deen, H.S. (Ed.). (1997). Cross-cultural communication and aging in the United States. Mahwah, NJ: Lawrence Erlbaum Associates.

This edited text contains several chapters relevant to teaching about attitudes toward older adults. In a chapter entitled "Cultural Views and Stereotypes of Aging in American Organizations," Long and associates provide a list of common stereotypes regarding older employees and a list of recommendations for more effective use of elders in organizations. Either list could form the basis of an active learning experience. Several other chapters cover popular culture images of older adults in self-help books, daytime television serials, and television commercials.

O'Hare, W.P. & Feldt, Judy C. (1991). Asian Americans: America's fastest growing minority group. Washington, D.C.: Population Reference Bureau.

This report documents the changes experienced by America's Asian and Pacific-Islander population during the 1980s. It assesses socioeconomic trends in education, income, poverty, and labor-force participation. The study finds that the socioeconomic status of this population is best characterized as one of contrasts and diversity.

Population Reference Bureau. (1999). Aging in the United States: An education module. Washington, D.C.: Author.

This teaching kit includes a wall chart, datasheet, and the Population Bulletin "Older Americans in the 1990s and Beyond". In addition, it includes four reproducible lesson plans that engage students in active learning. These activities include (a) reading and interpreting the Aging in the United States wall chart to develop a basic understanding of aging in the United States; (b) constructing and analyzing a series of population pyramids for past, present, and anticipated future; (c) constructing and analyzing population pyramids for selected individual states; and (d) constructing and analyzing a choropleth map of elderly population as a percent of total population by state. Each activity sheet includes information such as materials, vocabulary and learning objectives. The kit also provides a glossary and selected Internet resources.

Shea, G.F. (1991). Managing older employees. San Francisco: Jossey-Bass.

Shea addresses the revolution in the modern workplace in terms of demographics and myths. The potential of older workers and health issues are discussed in reference to productivity and techniques for managing older employees in work teams. Alternative work proposals are also discussed. The chapter on shedding common myths about older employees presents specific stereotypes that can be used to design an active learning exercise for in-class use and discussion.

Tanjasiri, S.P., Wallace, S.P., & Shibata, F. (1995). Picture imperfect: Hidden problems among Asian Pacific Islander elderly. The Gerontologist, 35, 753-760.

The authors explain how presentation of aggregate data on Asian/Pacific Islanders (API) distort their socioeconomic status relative to Whites. They present census data to document the existence of two different subgroups in terms of income and education among API older adults. Information is also provided regarding the sizeable gender differences in this population. This article has the potential to generate a variety of active learning assignments related to variability within the API population.

Weaver, D.A. (1994). The work and retirement decisions of older women: A literature review. Social Security Bulleting 57(1), 3-24.

Given the small number of studies on work and retirement decisions of older women, this article provides much-needed information on factors that shape their work and retirement decisions. It provides a detailed review of 13 recent studies. The individual reviews are followed by a general discussion of the literature, prospects for future research, and policy issues.

Death and Grieving

Hallenbeck, J., & Goldstein, M. K. (1999). Decisions at the end of life: Cultural decisions at the end of life. Generations, 23, 24-29.

Based in part on a hypothetical case of a chronically ill male elder, the authors confront the reader to consider competing ethical positions for health care providers in the treatment of culturally diverse patients. Educators could use the case in upper-division and graduate courses. Interested faculty can benefit from the article's extensive reference list.

Irish, D. P., Lundquist, K. F., & Nelsen, V. J. (Eds.). (1993). Ethnic variations in dying, death, and grief: Diversity in universality. Bristol: PA: Taylor & Francis.

This edited work includes an introduction, three chapters on cross-cultural and personal perspectives, eight chapters covering death and grief in specific ethnic communities, two chapters of reflections, and four appendices. Chapter 3 ("Personal Reflections on Death, Grief, and Cultural Diversity") contains numerous learning activities. Separate chapters address African Americans, Mexican Americans, Hmong, Native Americans, Jews, Buddhists, Muslims, and Quakers and Unitarians. These discussions begin with an illustrative episode, which could each form the basis of a class activity. One of the appendices contains questions that students might have regarding each of the cultural groups covered in the book.

Johnson, C. L. (1985). Growing up and growing old in Italian-American families. New Brunswick, NJ: Rutgers University Press.

This anthropological study, based on over 400 interviews, includes specific sections on death and funerals. The author utilizes numerous quotations from interview subjects, and faculty could utilize a sample of the quotes as a basis of a class activity devoted to this white ethnic group.

Kalish, R. A., & Reynolds, D. K. (1981). Death and ethnicity: A psychocultural study. Farmingdale, NY: Baywood.

This book describes the classic study on death and ethnicity. Researchers investigated African Americans, Anglos, Japanese Americans, and Mexican Americans. Questionnaires used in this study were adapted for classroom use (see Irish, Lundquist, & Nelsen, 1993).

Meyer, R. E. (Ed.). (1993). Ethnicity and the American cemetery. Bowling Green, OH: Bowling Green State University Popular Press.

This book covers cemetery practices of a wide range of American ethnic groups. Specific readings address Italian, Ukrainian, Czech, Scotch and Rom Gypsy, Jewish, Mexican, and Hawaiian customs. Instructors can use text photographs and verbal descriptions of cemetery markers in active learning experiences. Students could contrast their family's death and grieving practices with those offered in the book.